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## **WORKSHEET SCR-1**

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### **QUESTIONNAIRE**

- 1.** You experience a misunderstanding with someone you know. After that, every time you see that person he acts as if he doesn't even see you. Is it more troubling to you if:

  - A.** The person in question is someone you encounter waiting in line at the bank?
  - B.** The person in question is your child?
  
- 2.** You used to really enjoy the company of Person X. Now, however, the things she intends to be funny, which you used to enjoy, hurt your feelings. You don't like being with her any more. Is it more troubling to you if:

  - A.** Person X is the waitress at the cafeteria where you have lunch everyday?
  - B.** Person X is your wife or girlfriend?
  
- 3.** You decide you are going to speak to Person X about how you feel about her behavior. Do you worry more about the outcome of this confrontation if:

  - A.** Person X is the waitress?
  - B.** Person X is your wife or girlfriend?

## **HANDOUT SCR-2**

### ***GUIDELINES FOR CLOSE AND INTIMATE RELATIONSHIPS***

#### **1. Don't expect your intimate to read your mind.**

- Say what's on your mind — and say it clearly with words. Don't "try to get the message across" with body language, sarcasm, or other forms of behavior (being withdrawn, for example).
- Use the guidelines for giving constructive feedback. (Handout 7-3)
  - Focus first on the positive.
  - Focus on the other person's behavior, not his personality.
  - Suggest, don't dictate or instruct.
  - Evaluate your motives.
- Use I Feel Versus You Are Messages
  - Example: *"I feel upset when you interrupt me"* — Not *"You are so rude — you're always interrupting me."*

#### **2. Don't let things build up.**

- By dealing with something early, you can prevent it from becoming a constant irritant.

#### **3. Draw on your skills when receiving criticism.**

- Use the Guidelines for Receiving Feedback (Handout 7-3).
  - Try to be open and receptive.
  - If you're unclear about feedback, ask for more detail.
- Learn to be a good listener
  - Concentrate on what the other person is saying, not what you want to say.
  - Don't interrupt.
  - Show that you are interested and want to understand.
  - Watch the other person's body language, and use it to help you figure out whether the other person is upset, confused or frustrated, for example.



**4. Express your positive feelings.**

- When you are thinking something good about that person — show it through any one or a combination of these ways:
  - Put it into words — give compliments
  - A smile, a hug, a kiss, a touch in passing
  - Small favors or gifts.
- When the message is very important — for example an apology — DON'T rely on gestures alone. Use words.

**5. Be an active listener.**

- Show that you are trying to understand, by re-stating important points in your own words.
- Use Reflective Listening skills (from maintenance session: RL-3).

## **WORKSHEET SCR-3**

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### **INSTRUCTIONS — GROUP ONE**

#### **SITUATION**

**F**red and Chris have been living together for five years. They have two kids, and they've worked hard to make a life together. They used to do a lot of partying, and it took Chris a long time to realize that this had become a problem for Fred. Fred actually had to convince her that he was in trouble. When he first became involved in a substance abuse program and decided that he wouldn't do any drinking or drugs, Chris was very supportive.

Fred has been abstaining for six months now. But Chris misses the kind of nightlife they used to have. She keeps suggesting that they go places with their old hard-drinking friends, or go to bars to hear live music. Each time, Fred quietly and firmly says that those wouldn't be good places for him, and changes the subject. But it's happening so often now that he's getting really pissed with Chris. It's like she doesn't understand how important this is, or that she figures he's had some disease, and now he's cured.

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#### **ASSIGNMENT**

1. Analyze the situation you've been given, and decide how Fred should use the guidelines to deal with the situation. Make notes about how the guidelines should be applied in this situation.
2. Develop a role-play involving Fred and Chris, in which the person playing Fred applies the guidelines. Rehearse the role-play. People not playing parts in the role-play should observe and make suggestions to improve how the guidelines are applied.

## **WORKSHEET SCR-4**

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### **INSTRUCTIONS — GROUP TWO**

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#### **SITUATION**

**G**inger's substance use goals are to moderate his drinking. He's been doing extremely well at meeting these goals — for the last six months he's been observing the guidelines for sensible drinking. He now has no more than 12 drinks a week. Typically, he has three or four beers on Friday and Saturday nights, and seldom drinks during the week unless he has company over, or is out with friends. And that doesn't happen very often, because Ginger has a lot of responsibility at home, and he takes his family responsibilities seriously.

Ginger's dad died last year. Worried about his mom living by herself, Ginger, who is divorced, invited his 68-year old mother to live with him. It's worked out really well, because his mom has been able to help with Nick, Ginger's five-year-old son who often spends weekends with him.

But in the last few months, there have been some strains in the household. Ginger's mom knows that he was in trouble with the law once. She also knows that he's participating in a substance abuse program. But even though he's explained it to her, she doesn't understand that Ginger is meeting his goals. Every time he has a drink in her presence, her body language and tone of voice show disapproval. Often, she makes comments about how he's "cheating again." And she shows this disapproval openly when she's dealing with Nick, also. When he does something she disapproves of, she often says that if he's not careful, he'll end up like his Dad. This makes Ginger feel pretty bad. But what can he do? She's his mom, and she's been so lonely since his dad died.

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#### **ASSIGNMENT**

1. Analyze the situation you've been given, and decide how Ginger should use the guidelines to deal with the situation. Make notes about how the guidelines should be applied in this situation.
2. Develop a role-play involving Ginger and his mother, in which the person playing Ginger applies the guidelines. Rehearse the role-play. People not playing parts in the role-play should observe and make suggestions to improve how the guidelines are applied.